

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13NJ1

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Mr. Christopher Armstrong

Official School Name: Wildwood High School

School Mailing Address: 4300 Pacific Avenue
Wildwood, NJ 08260-4625

County: Cape May State School Code Number*: 09-5790-050

Telephone: (609) 522-7922 E-mail: carmstrong@wwschools.org

Fax: (609) 523-1014 Web site/URL: www.wildwooddistrict.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Dennis Anderson Superintendent e-mail: Danderson@wwschools.org

District Name: Wildwood City Board of Education District Phone: (609) 522-7922

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Todd Kieninger

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district _____ 1 Elementary schools (includes K-8)
_____ 1 Middle/Junior high schools
_____ 1 High schools
_____ 0 K-12 schools
_____ 3 Total schools in district
2. District per-pupil expenditure: 26532

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	38	24	62
10	37	34	71
11	28	30	58
12	34	31	65
Total in Applying School:			256

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
20 % Black or African American
37 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
43 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 24%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	14
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	57
(3)	Total of all transferred students [sum of rows (1) and (2)].	71
(4)	Total number of students in the school as of October 1, 2011	293
(5)	Total transferred students in row (3) divided by total students in row (4).	0.24
(6)	Amount in row (5) multiplied by 100.	24

8. Percent of English Language Learners in the school: 9%
Total number of ELL students in the school: 23
Number of non-English languages represented: 1
Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 77%

Total number of students who qualify: 192

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 31%

Total number of students served: 79

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>45</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>12</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>25</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>8</u>	<u>0</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>8</u>	<u>0</u>
Total number	<u>45</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

10:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	91%	91%	91%	91%	91%
High school graduation rate	81%	81%	96%	83%	79%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>85</u>
Enrolled in a 4-year college or university	<u>15%</u>
Enrolled in a community college	<u>57%</u>
Enrolled in vocational training	<u>5%</u>
Found employment	<u>19%</u>
Military service	<u>4%</u>
Other	<u>0%</u>
Total	<u>100%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

The mission of the Wildwood High School is to meet the varied needs of our culturally and economically diverse student population so that all students are provided with the opportunity to maximize their education and career potential through the acquisition of the NJ Core Curriculum Content Standards and involvement in co-curricular activities, giving them the necessary skills to prepare for their roles as productive global citizens in the 21st Century.

Wildwood High School has a long and proud history. The current school building will celebrate its 100th anniversary in 2016. The building itself is a shining example of the pride our students and staff take as members of the Wildwood High School community. Our teachers and students are proud to teach, learn, and represent Wildwood under the auspices of the Wildwood High School tradition. Wildwood High School has very supportive alumni who are represented in the ranks of faculty, school board members, and active and contributing community members, both of finances and time, for the Wildwood School District.

Wildwood High School is located on the barrier island of Wildwood, a small resort city in southern Cape May County, New Jersey. Wildwood High School is one of the smallest high schools in New Jersey with a student body, grades 9-12, of less than 300 students. The student body is diverse in terms of socioeconomics, ethnicity, and language. For the past four years, according to United States Census data, Wildwood City has had the largest percentage of children living in poverty in the State of New Jersey. Wildwood High School also draws students from two sending K-8 districts, North Wildwood and Wildwood Crest, two more affluent communities to the north and south of the City of Wildwood.

The geographic isolation of Wildwood makes it a unique high school and community. While we are a beachfront community, the majority of our families work at subsistence level, seasonal jobs and struggle to survive through the winter months. Our board, administration, and teachers have become creative in ensuring that our students have what they need – basics such as food, clothing, adequate housing, social services – as well as rigorous academic instruction and support for the many academic deficits they bring to school each day. These deficits are the results of the poverty they live with as well as interrupted schooling, family struggles which impact their ability to perform in school, and a district wide transience rate of over 40%.

While we acknowledge all of these factors, we view them as daily realities to be dealt with, not as excuses. The impact of these factors is alleviated in every way possible by the efforts of our dedicated and professional faculty and administration and the support of a strong community. In order to attempt to close the opportunity gap and resulting gap in performance on standardized and other performance measures faced by many of our students, discretionary grant funds are vigorously pursued by district administration and teachers. Our students are provided with full access to instruction in the New Jersey Core Curriculum Content Standards and Common Core State Standards with recently revised curricula that has been customized and scaffolded to meet the needs of our specialized population of students – special education, English Language Learners, those with interrupted educations, and others with specialized needs – through the inclusion of a wide range of differentiated activities that appeal to various stages of readiness, interest, and learning style. Our teachers are provided with continuous professional development that focuses on the engagement of all students and the need to have high expectations for all through the use of higher level questioning strategies and higher level thinking in all classroom activities and assignments. Teachers are also trained and supported in the use of authentic assessment techniques that provide valuable information to them on a daily basis regarding where individual students stand in terms of daily and longer term objectives.

The worthiness of Wildwood High School for Blue Ribbon status lies in the perseverance of our students and faculty against significant challenges and obstacles outside of their control. These challenges are

faced with grit, determination, and acceptance that while these parameters are not always easy to work around, we do work around them and the accomplishments of our students speak to the efforts of our faculty and community on their behalf. Because of our small size, we know our students and their families with depth and can work on their behalf from a position of knowledge and strength. This small size and intimate knowledge, often over several generations of families, is what distinguishes Wildwood High School from other schools in similar situations socio-economically, and which has given us an intangible asset which we utilize in our efforts to provide the best future possible for all of our students.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A.

Students in Wildwood High School take the New Jersey mandated High School Proficiency Assessment (HSPA) administered each year to all eleventh grade students in the State. Required levels of performance are benchmarks determined by the State of New Jersey. It is the goal of the Wildwood School District that students at Wildwood High School are proficient in meeting these benchmarks by March of their junior year. The levels of proficiency within this test are measured as Proficient and Advanced Proficient. The ultimate goal of the Wildwood High School is that as many students as possible achieve the level of Advanced Proficient on the HSPA.

Over the years, some of our students have not achieved proficiency on the state assessment by their junior year. For these students we provide an alternative assessment system, sanctioned by the state of New Jersey, in order to provide academic intervention and development in order to ensure that these students ultimately achieve the state benchmarks and those of Wildwood High School. All students are required to meet these standards before being awarded a diploma from Wildwood High School. Wildwood High School holds high expectations for all of our students and we provide appropriate supports to ensure that all students achieve state and school standards in order to provide them with the necessary skills for college and careers.

B.

Within the past two years, the performance on the HSPA by Wildwood High School students overall has increased dramatically. From 2010-2011 to 2011-2012, our students' as a total cohort increased in mathematics by approximately 18%. In language arts from school year 2010-2011 to 2011-2012, the increase in total school performance was 11 %. In the four years prior to 2011-2012, overall performance on the HSPA was relatively constant. However, one trend that we have identified from within this time period is that within the class being tested, for the four years from 2007-2011, our percentage of students considered socioeconomically disadvantaged increased steadily. In the past year, this rate has dropped somewhat, but our socioeconomically disadvantaged students have also continuously increased their level of proficiency and advanced proficiency on the state test. In fact, socioeconomically disadvantaged students were our highest performing subgroup in mathematics in 2012 with 82% proficient or advanced proficient. The overall trend is that our population of students living in poverty continues to grow. Since 2008, according to U.S. Census data, the Wildwood School District has had the highest percentage of students living in poverty in the State of New Jersey.

The correlation between academic performance and family income has been demonstrated in many academic studies over the years. Those with high family incomes perform well on standardized tests and those living in poverty show significant deficits on these measures. Our students are demonstrating that the interventions and high quality of instruction that we provide are alleviating some of the expected correlations of lower socioeconomic status with academic achievement. Our general population has also outperformed students in similar districts identified in New Jersey as District Factor Groups with whom we are compared in analyses of state test results.

Some of the factors contributing to our students' successful performance are the focus that the district has had for the past two years on increasing student engagement through differentiated instruction and improved co-teaching strategies. We provide resources and support for sustained, job embedded professional development in these areas. The actual structure of lessons has also been a professional development focus with an effort to create consistently effective lessons including anticipatory sets, activities promoting student engagement, and successful closure. These elements are monitored and reinforced with staff through frequent administrative walkthroughs. We have also had a focused effort to

recruit highly trained, engaging teachers especially in the area of mathematics.

In the most recent year's data, there is a significant gap between the performance of the general education population and special education. This gap is being addressed by various means. We have ensured that our regular curriculum and all state standards are accessible to all students through the adjustment of instruction by differentiation of lessons and structuring classes so that teachers working collaboratively in in-class support situations have been thoroughly trained in cooperative teaching methods. This has been a continuing focus of district wide professional development over the past two years.

2. Using Assessment Results:

Wildwood High School uses various forms of assessment data to determine student placement in appropriate classes, to inform daily instruction, and to make decisions about the efficacy of curriculum and instruction. In order to formally assess the readiness of our students to successfully pass the High School Proficiency Assessment (HSPA) of the State of New Jersey – all ninth and tenth grade students are administered a practice version of the test known as the “S” test. This test is used as part of multiple measures which include reported grades, teacher recommendations, and parent and student conferences with teachers and guidance counselors, that are used to make decisions about student placement in the appropriate high school classes as well in any additional language arts or math support classes that may be needed. If students do not demonstrate proficiency on the pretest in their freshman or sophomore years, they are placed in additional math or language arts support classes as needed. If eighth grade students entering Wildwood High School have not demonstrated proficiency in math on the New Jersey Assessment of Skills and Knowledge (8th grade test) they are placed in a double block Algebra 1 class which is co-taught by two teachers (one general education and one special education) which has been specially designed to address the needs of students who may not yet have reached the level of abstract thought needed to succeed in a traditionally taught Algebra 1 class. This class was created by the district to meet a need for students who may need extra time to succeed in algebra 1 and who may need instruction and practice in more concrete examples and applications of algebra. The creation of this class specifically to meet the needs of a select group of students demonstrates how the administration and faculty of Wildwood High School uses data to improve curriculum, instruction, and student learning. This decision was made by the administrative team and teachers to address what the data was showing us to be a need among our students. The teachers of this class have also been provided with additional professional development in student engagement and response strategies to ensure that all students are fully involved in this class at all times.

Wildwood High School also uses data to inform parents and the community and recognize students who achieve academically. Membership in the high school Renaissance Club is based on academic achievement, attendance and discipline data, and teacher recommendations. Members in this club are drawn from the four high school classes and are rewarded for consistent high academic achievement with field trips. Due to tight budgets in recent years, high school field trips are essentially a thing of the past. As a result, this is a coveted reward in our school and one that many students work toward achieving. The Wildwood community, which is extremely supportive of Wildwood High School in general, but especially when it comes time for graduation, is informed about the achievement of our students by the high school guidance office when it comes to scholarship applications and the local press in various articles. In such a small, tight-knit community, not only sports, but student achievements such as awards for essay writing for community organizations are frequent topics in the Wildwood Leader which is the community newspaper. When graduation time arrives in June, many community organizations come out to support our graduates with financial scholarships for students who are headed to four year and two year colleges, technical schools, and the military. With a graduating class that usually numbers less than 75 and a very involved community, graduating seniors who achieve academically are regularly awarded tens of thousands of dollars in academic scholarships. The yearly scholarship awards ceremony is attended by many members of the school and local community. The auditorium for this celebration is always full and the results of the awards are reported at length in the local press. This event is a true measure of the feeling that alumni and community businesses and civic organizations have for the importance of

supporting the academic achievement of Wildwood High School and its students. It is also a measure of the importance of keeping the community at large informed about the achievements of our students.

3. Sharing Lessons Learned:

Wildwood High School has shared instructional strategies with other schools in a variety of ways. Within the past two years, through repeated professional development sessions and frequent administrative walkthroughs followed by feedback to teachers, we have identified an expected format for lessons which includes anticipatory sets, a high level of student engagement, and effective closure which can also be used as a daily assessment of student learning of objectives. This series of workshops began at Wildwood High School and has since been shared with the other two schools in the district. This has led to a district wide understanding of instructional expectations as well as a common language.

During district professional development, vertical articulation sessions are held among teachers of the Wildwood High School and Wildwood Middle School in an effort to better align curriculum and to identify potential gaps in instruction. These sharing sessions build community among the teachers in the different schools and open up avenues of communication regarding topics of concern to all parties. This practice has become even more critical since the implementation of the Common Core State Standards and the resulting changes in some grade level expectations.

A benefit of being a small school and district is that building and central administrators work together on a daily basis to continually reform and adjust curriculum and instruction district wide. As an administrative team we have learned a great deal from the challenges that our students face. As a district that is unique in our county in demographic make-up, we have a perspective and knowledge base that differs among schools within our geographic area. We are often consulted by our sending districts to the north and south and other schools in our county regarding issues especially pertaining to the regulations surrounding English Language Learners (ELL's) as well as the needs of the students. The Supervisor of Curriculum and Instruction attends monthly meetings with a county wide group of curriculum supervisors sponsored by the New Jersey Department of Education. Within this roundtable, the facilitator frequently asks for our input regarding working with ELLs and socioeconomically disadvantaged students and families, and other topics with which other schools in our area have less exposure. This is an area in which Wildwood High School and the Wildwood School district shares our knowledge with the hope that it will improve practice and understandings in our surrounding districts.

4. Engaging Families and Communities:

In the case of Wildwood High School, engaging community members has been easier than engaging families sometimes is. As mentioned earlier in this application, Wildwood High School and the school district as a whole is surrounded by a very involved community. Business owners and leaders of civic organizations make it part of their mission to assist our students in many ways. From providing funding for a backpack program for students who may not have access to sufficient food on the weekends, to making donations to the Renaissance Club at the high school specifically to finance field trips for students who demonstrate high academic achievement. This year a local bank reached out to the district and offered an on-line financial literacy course which will be available for three years as a supplement to our state mandated Financial Literacy class. There are two community based foundations in Wildwood that were founded specifically to provide supplemental funds for activities across the schools in the Wildwood District. These organizations often make up for gaps in funding in the areas of field trips and special events. The community understands that our students are needy in many ways and tries to provide for experiences that they might not otherwise have. This effort aims to close the opportunity gap that leads to much of the achievement gap that many of our students experience.

Engaging parents at the high school level is a challenge but one that we have approached in several ways. We have found that if students are performing, our school is packed with families. Band and choir

concerts and theater performances by students are a big draw for parents. Honors awards assemblies are occasions when attendance at school by parents is very high.

The ethnic make-up of our district is 60% Hispanic with many parents who have limited English proficiency. Interpreters are provided at all school events and all correspondence and telephone communication to families is in English and Spanish. We have recently reached out to parents of Wildwood High School by offering English as a Second Language classes at no charge twice per week. These classes have become very popular and we believe will lead to other opportunities for outreach and involvement for our parents. Increased parental involvement is an ongoing goal for Wildwood High School and one for which will continue to search for new and more effective ideas.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

1. The range of course offerings at the Wildwood High School are designed to prepare our students for the world of college and careers. We offer our students differentiated, scaffolded curriculum and instruction to meet individual needs. Our courses are designed to provide our students with instruction appropriate to their readiness level and academic ability through college prep, advanced, honors, and AP levels. We are currently working with our local two year college, Atlantic Cape Community College, to establish dual college credit course offerings to be available in September of 2013. College prep level courses are made accessible to all students, regardless of special needs, through a system of in-class support and co-taught classes. Wildwood High School sets our standard higher than the New Jersey State minimum requirement for mathematics credits by requiring our students to take four years of math. The sequences of courses taught are: Algebra 1, Geometry, Algebra II, Pre-calculus, and AP Calculus. Statistics is taught as an elective and Financial Literacy, as required by New Jersey standards, is taken by all students. Four years of college prep English are required. Electives such as Film Studies, World Mythology, and Sports in Literature are also offered. Science courses offered are Geophysical Science, Biology, Environmental Science, Chemistry and Physics. Social Studies include United States History 1&2, World History, AP U. S. History, and electives such as Psychology and Sociology. The visual and performing arts include sequential courses in Art, Choir, and Band as well as an Introduction to Piano course. In our Wood Technology Shop, students are able to advance through progressive levels of woodworking to a Property Maintenance class which exposes students to the basics of carpentry, plumbing, electrical, HVAC, and other mechanical systems. We also offer classes in Family and Consumer Science, Foods and Nutrition, and Fashion Design. French and Spanish are offered from levels one through AP. Elective courses in technology are: Technology Concepts, which studies a variety of software applications with the goal of producing quality desktop publishing and multimedia presentations, Multimedia Productions, which familiarizes students with the blending of audio, video, virtual reality, advertising, and graphic design, and Web Design. All students take four years of Physical Education, fulfill the state requirements for Health, and also take Driver's Education.

As required by the New Jersey Department of Education, all of our curricula were revised and/or rewritten during the past school year (2011-2012) in order to bring them into alignment with the Common Core State Standards, in the cases of English Language Arts and Mathematics, or revised New Jersey Curriculum Content Standards in the cases of the remaining curricular areas. This was a far-reaching project which involved 23 teachers district wide writing the curriculum with consultation among department and subject area colleagues at various points throughout the year. Our learning standards are determined by the New Jersey Department of Education, but as a district, our curricula are written to address the specialized needs of our students including specific learning objectives which were derived from the Common Core and NJCCCS in order to provide a framework for teachers in scaffolding instruction to meet individual student needs.

2. Reading/English:

The language arts curricula for the Wildwood High School consists of four years of English Language Arts courses. The basic structure is a general reading and writing course in ninth grade which includes exposures to all genres: novels, poetry, plays, non-fiction and content area texts, technical material, and a variety of compositional styles including essays, persuasive, and explanatory writing. Tenth grade continues the progression with instruction based in American Literature from colonial to modern times. All genres of literature as well as non-fiction historical material are included. Students in eleventh grade may take a college preparatory or advanced level course based in British Literature or begin Advanced Placement Literature and Language courses. These decisions about choice of level is made in consultation with their teachers and guidance counselors.

This is the basic structure, but within this framework are several alternatives and supports for students who are reading and writing below grade level, have learning disabilities, or are English Language Learners. Students may enroll in College Prep, Advanced, or Honors levels courses in grades nine through eleven. In grades eleven and twelve, in place of honors for advanced students, they may enroll in Advanced Placement courses. At all grade levels, additional support is provided to English Language Learners in the form of a Sheltered English class in which a regular education English teacher and an English as a Second Language teacher co-teach in order to provide additional instruction using ESL strategies for these students in the English Language Arts.

In order to meet the range of needs among students within each class, differentiated activities have been incorporated throughout each curriculum document to assist teachers with planning for instruction that targets differences in readiness, interest, and learning modality. Opportunities to learn through choice menus, and other differentiated activities are used in all English classes to ensure a high level of student engagement and cognitive challenge.

If students are reading below grade level or have not shown proficiency on state and local assessments, they are offered the opportunity to receive additional daily English instruction through a support class which provides small group and individual instruction in the same topics taught in the regular English classes. In-class support and other IEP mandated strategies are provided for Special Education students.

3. Mathematics:

The Wildwood High School mathematics curriculum is based on the Common Core State Standards for mathematics. Curricula for all classes was rewritten during school year 2011-2012 in order to align them with the Common Core. As was done with all other curriculum documents, learning objectives included in the math curricula were unpacked from the Common Core for their sub-parts in order to have a framework for our teachers to use in supporting students who may not immediately have the skills to meet the overarching objectives of the Common Core. Our school district has a continually changing population of transient students – up to 40% per year – and this fact impacts our decision making district-wide regarding curriculum and instruction. Instruction must be continually adjusted for students who transfer into the district with a wide range of mathematics background knowledge. In order to attempt to meet this diversity of needs most effectively, in addition to scaffolded objectives, we have also included differentiated activities within each of the curricular documents to provide students with choice in order to elevate levels of student engagement and accelerate learning. These activities take the form of choice boards and menus that require all students to work at high cognitive levels such as analyzing, synthesizing, and applying.

Years ago, our district adopted a requirement for four years of math. This exceeds the state requirement of three years. Within this four year cycle, students may take Algebra 1 at the college prep level, or as a block schedule which provides for two periods per day which covers the Algebra 1 curriculum with a focus on more hands on and guided practice strategies. This class targets students who may need more support in concrete applications of Algebra and who may not be operating at the level of abstract thought that is required for more traditionally taught Algebra courses. This is an approach we began this year in answer to a need we saw among our students and is supported by Piagetian level which show that approximately 50% of students have not yet reached the formal operational stage of thinking required for successful acquisition of Algebra concepts.

Students continue through the math sequence in Geometry at the college prep or block schedule level. Algebra II is taught at college prep and honors levels. We also offer Pre-Calculus honors, and Advanced Placement Calculus. Statistics is offered to seniors who have completed Algebra II and who do not choose the other options.

Wildwood High School has a population of less than 300 students in grades 9-12. As a result of this, the variety of classes within each course, i.e., geometry is limited. We do not have the population to support

many levels of math. Therefore, our curriculum has been designed, and our teachers receive frequent professional development on topics such as differentiated instruction and co-teaching which support efforts to provide individualized instruction in order to meet the needs within each class of advanced as well as more needy students. Our class sizes are small and this also contributes to our teachers' ability to focus attention where it is needed on an individualized basis.

4. Additional Curriculum Area:

The mission of the Wildwood School District is to meet the varied needs of our culturally and economically diverse student population so that all students are provided with the opportunity to maximize their education and career potential through the acquisition of the NJ Core Curriculum Content and Common Core State Standards and involvement in co-curricular activities, giving them the necessary skills to prepare for their roles as productive global citizens in the 21st century. In keeping with this mission, all of our curricular areas are focused on meeting the needs of individual students. In a high school with a population of less than 300, it is challenging to offer the wide range of academic and extra-curricular opportunities necessary in a comprehensive high school and at times we must rely on creative, "out of the box" thinking in order to ensure that our students have opportunities that they would have access to if they lived in a school district with greater resources and a larger school population. Some of our difficulties, at times, derive from something as simple as a teacher retirement and the inability to find a qualified teacher willing to live in a place as remote as Cape May County New Jersey. We will use science, specifically physics, to describe how our work in this area relates to the school's mission. Several years ago, the high school physics teacher retired. Despite an exhaustive search, no qualified physics teacher could be located to replace him. Physics was lost to our curriculum temporarily. We are now fortunate to have hired a teacher who came from industry and is qualified to teach chemistry and physics. This year, for the first time in several years we have two levels of physics being offered, college prep, and honors. These are taught within the same class period with different levels of assignments and tests given based on the level in which the student is enrolled. This teacher goes above and beyond the normal amount of planning for each class period in order to meet the needs of these two groups. This is one example of how we solve challenges in order to meet all of our students within strict scheduling and resource limitations.

5. Instructional Methods:

Wildwood High School differentiates instruction in a variety of ways. As mentioned before, within our curricular documents, we have included at least 10 differentiated activities for each course in order to provide teachers with lesson plan ideas and models for differentiation. The differentiation of instruction is a focus of our school as we continuously aim for increased levels of student engagement.

We have created an Algebra and Geometry block scheduled course which is offered to students who may have the readiness to learn Algebra within the traditional time allotted (one period) and through traditional methods. These courses provide more opportunities for hands on application of Algebraic and Geometric principles. Two teachers co-teach this class to allow for even more individualized instruction. Students who have not met the state and school standard for Mathematics and English through either state or locally developed assessments are provided with an extra period per day of English and/or Math in order to provide additional support and accelerated learning of concepts which may have been missed at an earlier point in the student's school career. These courses help to address some of the needs of our transient student population.

Wildwood High School also has a significant population of English Language Learners as well as former ELLs and students for whom English is not their native language or the language of their home. These students also come to us with specialized needs which can be address through additional daily English and Mathematics support classes as well as through ESL pull-out classes and Sheltered English and Math classes in which the class is co-taught by a content area and an ESL teacher.

A core component of the mission statement of the Wildwood School District is to address the needs of our socio-economically and ethnically diverse student population. This mission drives all of our curricular and instructional decision making. Because of the small size of our district, we are able to focus a great deal of effort in individualizing our instruction and supporting our teachers in these efforts. Everyone in our district, from the superintendent on down, knows our students and their families and we do everything within our power to attempt to alleviate some of the detrimental effects of poverty through high instructional quality.

6. Professional Development:

Professional development in the Wildwood School District in general and the Wildwood High School in particular is continuous and job-embedded. We have four dedicated professional development days per year for teachers and a variety of other opportunities throughout the year and during the summer. Our focus for the past two years since a change in building and district level administration, has been on co-teaching, and differentiation of instruction. This professional development has taken the form of half and full day sessions with a university based consultant with whom the district has a five year relationship. He has a thorough understanding of our school district's needs and a strong background in working with districts serving lower socioeconomic and diverse ethnic groups.

The building principals, assistant principals, and supervisor of curriculum have done follow-up training during after school faculty meetings on effective elements of instruction such as: anticipatory set, student engagement, higher level questioning strategies, and lesson closings. These trainings have been followed with administrative walkthroughs for the observation of the targeted instructional elements and follow-up faculty meetings outlining the percentage of each element observed with recommendations for improvement.

The school district maintains a membership in the New Jersey Network to Close the Achievement Gaps, an organization affiliated with the University of Pennsylvania. They provide numerous professional development days throughout the year with nationally known experts who focus on closing achievement gaps among sub-groups with topics such as students engagement, parental involvement, ethnic sensitivity, teaching English Language Learners and a variety of other relevant topics. Teams of teacher attend these workshops and are then expected to demonstrate use of information learned within their classrooms and to turn-key information to colleagues in their departments.

All of our professional development is aimed at improving instructional strategies and as a result, increasing student engagement all with the overall goal of improving the achievement of all students of Wildwood High School.

7. School Leadership:

School Leadership: The leadership philosophy of the high school principal is that teachers and administrators at Wildwood High School are members of a collegial professional learning community. The high school administration consists of the principal, and two assistant principals whose duties include high school and middle school responsibilities as well as well as duties of the athletic director. Effectively, there is one full time assistant principal for the high school. The assistant principals aid the principal in completing walkthrough observations on a weekly basis. The district Supervisor of Curriculum and Instruction and the principal work closely together to set long and short term professional development goals. The principal focuses teacher attention on student achievement by leading professional development workshops and follow up sessions which are presented using the instructional strategies which he will be looking for in the classroom. Presentations to teachers on anticipatory set, for example, are begun by connecting to background held by teachers. When teaching about closure, the

principal requires an exit ticket of teachers which he will then be looking for when doing classroom walkthroughs. The teachers at Wildwood High School are content experts. The area where the district sees a need within these teachers is in the area of instructional methodologies that will lead to higher levels of student engagement and achievement. This self-assessment has led us to devote our professional development activities since the hiring of the new high school principal two years ago, to development of pedagogical skills and understandings that will be most effective in meeting the needs of our specialized population of students living in poverty, English Language Learners, Special Education students, and students who have different learning needs based on readiness, interest, preference for learning modality, and a variety of other factors.

Co-teaching has also been a repeated focus for professional development over the past two years. Teachers had two half-day sessions in October of 2011 and 2012 on effective models of co-teaching and have been provided with feedback when administrative walkthroughs are conducted. The focus of this training has been to make the most effective use of all teachers time, both regular education and in-class support special education, in order to provide as much individualized, differentiated instruction as possible. Due to our small population and relatively small class size, this is an achievable goal and one that we will continue to support through formal workshop style and continuous job embedded professional development.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: NJ High School Proficiency Assessment

Edition/Publication Year: 2011 Publisher: Measurement INC

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient plus Advanced Proficient	72	54	54	54	52
Advanced Proficient	5	9	10	4	9
Number of students tested	57	81	63	74	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced Proficient	82	48	47	47	58
Advanced Proficient	11	4	9	7	8
Number of students tested	28	48	32	30	24
2. African American Students					
Proficient plus Advanced Proficient	80	30	Masked	20	Masked
Advanced Proficient	10	10	Masked	0	Masked
Number of students tested	10	10	7	10	9
3. Hispanic or Latino Students					
Proficient plus Advanced Proficient	65	38	38	29	50
Advanced Proficient	0	0	0	0	6
Number of students tested	17	24	24	17	16
4. Special Education Students					
Proficient plus Advanced Proficient	27	38	24	11	38
Advanced Proficient	0	3	0	0	0
Number of students tested	15	33	17	18	21
5. English Language Learner Students					
Proficient plus Advanced Proficient	Masked	Masked	Masked	Masked	Masked
Advanced Proficient	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	8	9	4	2
6. white					
Proficient plus Advanced Proficient	73	69	71	70	73
Advanced Proficient	7	14	12	6	10
Number of students tested	30	42	36	47	41
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11 Test: NJ High School Proficiency Assessment

Edition/Publication Year: 2011 Publisher: MeasurementInc

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient plus Advanced Proficient	78	67	71	69	62
Advanced Proficient	5	3	7	3	9
Number of students tested	58	81	63	73	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced Proficient	72	64	63	57	58
Advanced Proficient	3	2	3	3	8
Number of students tested	29	51	32	30	30
2. African American Students					
Proficient plus Advanced Proficient	55	50	Masked	Masked	33
Advanced Proficient	0	10	Masked	Masked	11
Number of students tested	11	10	7	9	10
3. Hispanic or Latino Students					
Proficient plus Advanced Proficient	77	50	50	47	50
Advanced Proficient	0	0	0	0	6
Number of students tested	17	27	18	17	16
4. Special Education Students					
Proficient plus Advanced Proficient	47	41	41	24	38
Advanced Proficient	0	0	0	0	0
Number of students tested	15	33	17	17	21
5. English Language Learner Students					
Proficient plus Advanced Proficient	Masked	Masked	Masked	Masked	Masked
Advanced Proficient	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	8	9	4	2
6. white					
Proficient plus Advanced Proficient	87	79	82	81	73
Advanced Proficient	10	2	12	4	10
Number of students tested	30	42	36	47	41
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					